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ABSTRACT

This study describes and analyzes how five communities in the northeastern United States have addressed the subject of school desegregation. Dayton (Ohio), Hartford (Connecticut), Rochester (New York), Trenton (New Jersey), and Wilmington (Delaware) share the experience of having increasingly large, poor, minority populations surrounded by mostly white, generally affluent suburbs. Since the 1960s, each of these mid-sized urban communities has been engaged in school desegregation. Chapters 2, 3, 4, 5, and 6 contain case studies for each of the communities. For each city, the investigation of legal issues related to segregation includes a review of court cases and decisions. Chapter 7 discusses the most important factors in the desegregation efforts of these cities, with a lesson drawn from each. The importance of leadership, civic pride, community involvement, educational components that encourage involvement, a close working relationship between the city and the schools, and the creation of districts too large to allow easy "white flight" are demonstrated. Three appendixes present interview questions and a list of those interviewed. A bibliographic essay discusses sources. (Contains 6 maps, 6 tables, and 179 references.) (SLD)

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